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ABSTRACT

This faculty advising survey examines the responses of 100 faculty members at Fox Valley Technical College in Wisconsin. Some of the key findings of the survey are as follows: (1) the majority of faculty who responded agree that providing student advising is necessary and beneficial; (2) the three most important things faculty advisers need are more time to meet with students, more private office space, and lower advisor/advisee ratios; (3) faculty identified the need for instructional managers to recognize the importance of advising and provide more time for advising; (4) faculty indicated that direct contact with students presented them with the opportunity to have a positive impact on the student's educational experience; (5) the top three areas of teaching responsibility that have been reduced due to student advising time were office time, prep time, and curriculum work; (6) faculty are working with more advisees than they have in the past; (7) the three most typical reasons faculty met with their advisees were course scheduling/next semester registration, career guidance, and general advice; (8) 50% of respondents indicated that the present time devoted to advising students is adequate; and (9) 82% of the faculty responding to the survey were full-time. (Includes numerous charts and tables and the survey questionnaire.) (NB)

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Fox Valley Technical COLLEGE

FACULTY ADVISING SURVEY RESULTS
1996 Through 2001

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August 15, 2001

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Barbara Pautz, Student Services Administrative Assistant, prepared the report by entering the data on an excel spreadsheet and entering the information on the final report.

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Steve Schneider, Faculty Advisor Coordinator, for spearheading the implementation of the survey and supporting the results.

Faculty Advising Survey
Executive Summary

In the spring of 2001 a survey of faculty was conducted to determine the level of satisfaction with the faculty advising process by both the faculty and the students. The faculty survey was similar to the surveys in the previous years.

There were 100 faculty members who completed the survey in 2001, 98 faculty members in 2000, 118 in 1999, 112 in 1998, 113 in 1997 and 186 in 1996. Tables of some of the key criteria follow, in addition to the detailed survey results and the survey instrument.

Key Findings of the Faculty Advising Survey

1. The last three years of assigned hours for faculty have remained relatively steady although the number of faculty with assigned advising hours has increased since the survey was first initiated in 1996,, with 62% in 2001 compared to 22% in 1996.

2. The majority of the faculty responding to the survey agree that providing student advising is necessary and beneficial. Seventy-nine percent of the respondents agree that it is necessary for teaching faculty to do more student advising which was a decline from the previous year's 83%.

3. The top three most important things instructors feel are needed to do student advising were: more time to meet with advisees, more private office space to do advising and lower advisor/advisee ratios. The clearer definition of your role as an advisor dropped into the forth slot with 24 responding to this category.

4. The appreciation lunch and rewards (29%) was the top rated item for exceeding the needs of the faculty followed by the training manual and training. The lowest rated item for exceeding the needs of the faculty was advisor load or the number of students per faculty member which was 2% indicating the ratio exceeded their needs.

5. Some instructors commented on why their expectations were not being met. The two most significant number of comments raised addressed the number of hours assigned for advising and the number of students per advisor.

6. Instructors also had the opportunity to rate the level of importance on the same items rated on meeting their needs. The top three "very important" elements of advising were the teacher to student ratio, counselor/advisor roles, and administrative support. However, all three of these areas were rated lower than the previous year within the "very important" level. The two "least important" items identified by the faculty were the appreciation lunch and rewards with 22% indicating that it is not important and the steering committee with 3% indicating it was not important.

7. Other areas identified by the faculty to be addressed include the necessity of instructional managers to recognize the importance of advising, provide more time for student advising, and provide up-to-date SAPPS to the faculty advisors.

8. Faculty were asked to identify the most beneficial part of advising. The majority of the faculty indicated that the direct contact with students provided them with more personal information about the student and presented them with the opportunity to have a positive impact on the student's educational experience.

9. The top three areas of teaching responsibilities which have been reduced due to student advising time were office time, prep time, and curriculum work which was similar to the previous years.

10. Faculty are working with more advisees than they have been in the past. Within the previous four years approximately 40% of the faculty met with more than 20 students. However, in 2001, 61% of the faculty met with more than 20 students.

11. The average number of times faculty met with students was twice a semester.

12. Forty-one percent of the respondents met with their advisees less than 30 minutes a semester followed by 30 minutes with a 26% response rate.

13. Faculty were more likely to meet with their students in the first few weeks of the semester or the last few weeks of the semester.

14. The three most typical reasons faculty met with their advisees were course scheduling/next semester registration, career guidance, and general advice.

15. Fifty percent of the faculty indicated that the present time devoted to advising students is adequate which is a decline from the 60% in 2000.

16. Seventy-six percent of the respondents were from Appleton.

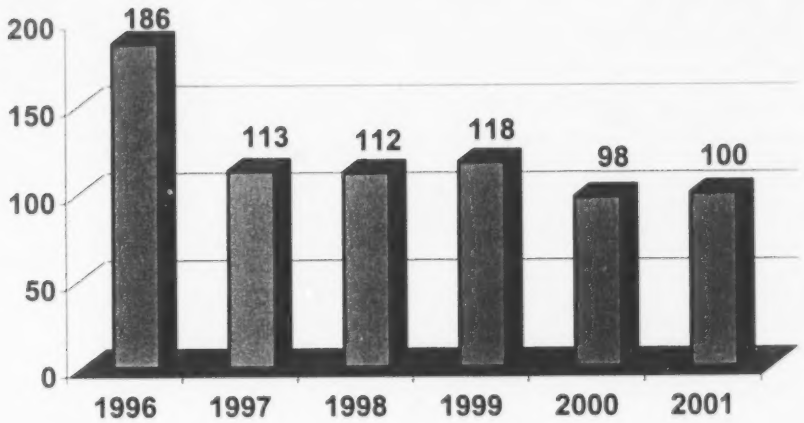
17. General Studies/GOAL represented the highest percentage of division respondents followed by the Service Occupations division.

18. Fifty-three percent of the respondents primarily taught associate degree programs.

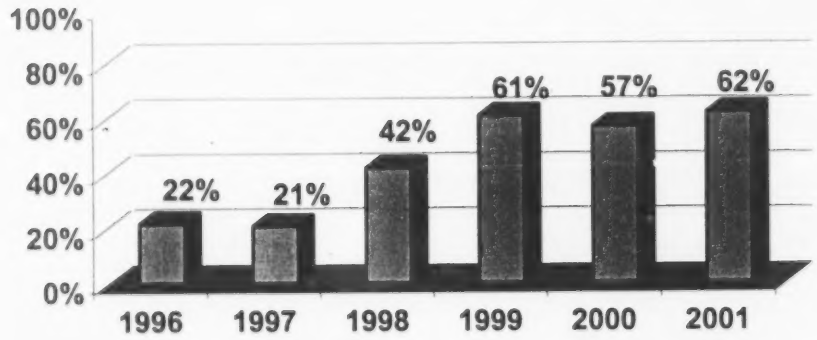
19. Eighty-two percent of the staff responding to the survey were full-time.

Faculty Advising Tables

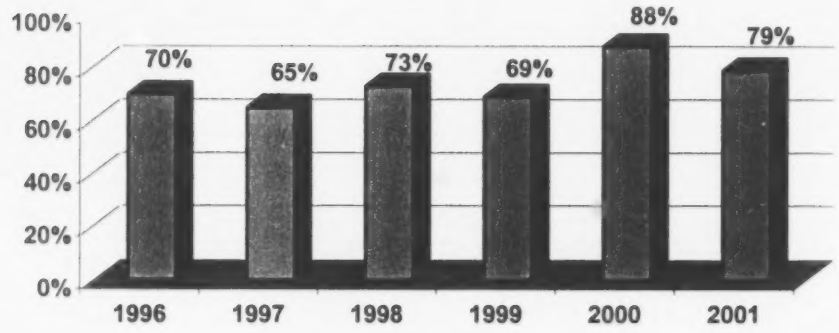
Respondents



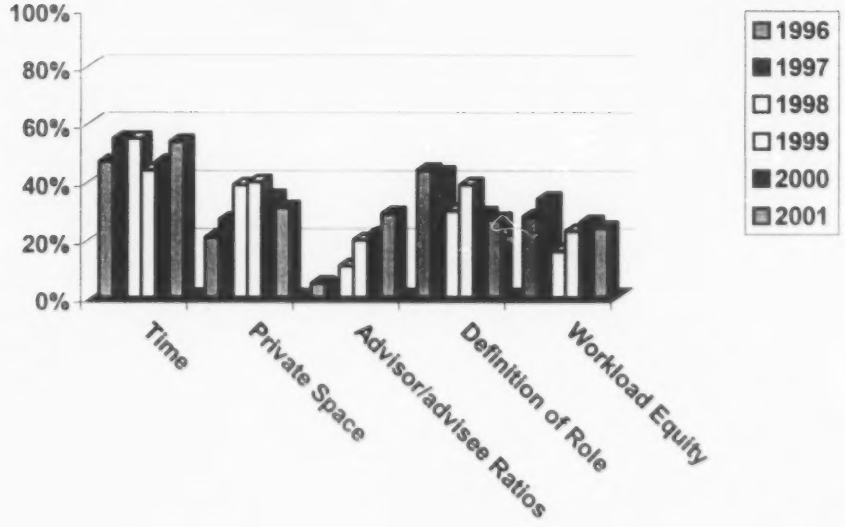
Faculty with Assigned Hours



Advising is Necessary and Beneficial
Strongly Agree/Agree



Top 5 Elements Important To Advising



FVTC Faculty Advising Survey Results

2001 = 100 2000 = 98 1999 N = 118 1998 N = 112 1997 N = 113 1996 N = 186

1. Indicate the primary campus you work at:

2001	2000	1999	1998	1997	Location
76% (76)	80% (77)	81% (96)	77% (86)	86% (96)	Appleton
12% (12)	10% (10)	9% (11)	13% (15)	8% (9)	Oshkosh
12% (12)	10% (10)	9% (11)	10% (11)	6% (7)	Regional Center/Others

2. Check the Division that you work in:

2001	2000	1999	1998	1997	Division
21% (21)	21% (20)	18% (21)	17% (19)	19% (22)	Business and Marketing
32% (32)	37% (35)	27% (32)	38% (42)	34% (38)	General Studies/GOAL
24% (24)	28% (27)	29% (34)	26% (29)	25% (28)	Service Occupations
13% (13)	10% (10)	15% (17)	8% (9)	8% (9)	Manufacturing Technologies
10% (10)	4% (4)	--	--	--	Transportation and Ag Technologies
--	--	--	5% (6)	8% (9)	Resource Management & Printing Technologies
--	--	11% (13)	5% (6)	6% (7)	Transportation Technologies

3. Indicate your one/main area of work:

2001	2000	1999	1998	1997	Area
6% (6)	6% (6)	3% (3)	4% (5)	7% (8)	Apprenticeship, Certificate training
53% (52)	54% (52)	56% (65)	53% (59)	53% (58)	Associate degree
32% (31)	33% (31)	27% (31)	34% (38)	29% (32)	General Studies/GOAL
9% (9)	7% (7)	15% (17)	9% (10)	11% (12)	Technical diploma

4. Indicate your faculty contract status:

2001	2000	1999	1998	1997	Status
82% (79)	86% (79)	84% (97)	84% (91)	86% (92)	Full-time
18% (17)	14% (13)	16% (18)	16% (17)	14% (15)	Part-time

DEFINITION of *FACULTY ADVISING*: "Faculty Advising" is the assistance provided to students by teaching faculty relative to program entry, course selection, retention issues and individual student concerns.

5. Please check only one:

2001	2000	1999	1998	1997	1996	Advising Assignments
62% (62)	57% (55)	61% (72)	42% (47)	21% (23)	22% (41)	I have been given assigned advising hours on my schedule.
23% (23)	24% (23)	19% (22)	27% (30)	46% (51)	46% (85)	I advise students without assigned hours on my schedule.
7% (7)	7% (7)	13% (15)	16% (18)	15% (17)	17% (32)	I currently have no involvement with student advising but would like to.
8% (8)	12% (11)	8% (9)	14% (16)	18% (20)	15% (28)	I currently have no involvement with student advising and do not want to.

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*** If you advise students, please complete the entire survey. If you have no involvement with student advising, please complete #6 through #10.**

6. **Traditionally, FVTC did not have a formal advising program, now it is both necessary and beneficial for teaching faculty to work with counselors in providing more student advising.**

2001	2000	1999	1998	1997	1996	More Advising
45% (45)	50% (46)	32% (37)	25% (28)	27% (29)	20% (37)	Strongly agree
34% (34)	33% (31)	37% (43)	48% (53)	38% (41)	50% (93)	Agree
12% (12)	14% (13)	17% (20)	10% (11)	21% (23)	17% (32)	Undecided
7% (7)	1% (1)	7% (8)	11% (12)	9% (10)	9% (17)	Disagree
2% (2)	2% (2)	7% (8)	5% (6)	5% (5)	4% (7)	Strongly disagree

7. **Check the THREE most important things you feel are needed to do student advising:**

2001 #	2000 #	1999 #	1998 #	1997 #	1996 #	Most Important
54	46	49	61	62	87	a) More time to meet with advisees (not including classroom, office, and prep time)
31	34	45	44	31	39	b) More private office space to do advising
29	21	22	12	5	10	c) Lower advisor/advisee ratios
27	28	44	34	49	81	d) Clearer definition of your role as an advisor
24	25	26	20	38	52	e) More equity in workloads as it relates to advising
24	19	22	18	17	20	f) Students taking on more of the responsibilities of their course scheduling
24	26	25	30	22	40	g) A computerized student tracking system/computerized academic alert system
23	14	24	21	19	39	h) Clearer definition of the counselor role
13	12	13	13	16	23	i) Greater emphasis put on advising compared to other faculty activities
12	17	23	32	41	74	j) More training for advisors
10	4	8	5	10	--	k) Other, please specify:
8	9	8	8	3	8	l) Additional support staff assistance
3	5	9	3	2	15	m) More access to technology (a PC or better access to one) to aid in advising
--	--	2	--	1	1	n) Less courses sections offered

OTHER:

BUSINESS AND MARKETING

- Time to work with program counselor.

GENERAL STUDIES/GOAL

- Support from (some) Admin/Deans.
- Faculty to teach for me, so I can meet with students on class time.
- I have no needs at this point!
- A chance to discuss advising with other advisors to compare notes, ideas, practices, etc...

SERVICE OCCUPATIONS

- Let faculty with experience from other institutions do some advisements—all the classes are not necessary.
- Time on schedule to do training.

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- Clearer definition for students as to who their advisor is.

MANUFACTURING TECHNOLOGIES

- Counselors willing to counsel.
- None. Selections "A" thru "M" imply that change is needed. I do not feel that this is true.

TRANSPORTATION AND AG TECHNOLOGIES

- More training for "Counselors" so they understand the program, its contents, and what's taught.

8. **Below is a list of advising efforts initiated this year. Please complete based on whether or not they meet your needs. Please check the do not know column if you are unfamiliar with the item.** (This question was not asked in 1996)

ADVISING	Year	MEETS NEEDS How well do these strategies meet your needs? Exceeds	Meets	Nearly Meets	Does Not Meet	Do Not Know
Appreciation Lunch/Rewards	2001	29% (25)	58% (49)	4% (3)	9% (8)	8
	2000	44% (33)	51% (39)	1% (1)	4% (3)	14
	1999	31% (26)	55% (47)	5% (4)	9% (8)	16
	1998	21% (15)	58% (42)	11% (8)	10% (7)	28
	1997	11% (7)	44% (27)	15% (9)	30% (18)	29
Training Manual	2001	23% (19)	65% (54)	12% (10)	--	7
	2000	20% (14)	72% (50)	7% (5)	1% (1)	19
	1999	15% (13)	67% (57)	14% (12)	4% (3)	19
	1998	16% (13)	65% (51)	16% (13)	3% (2)	20
	1997	12% (8)	62% (41)	15% (10)	11% (7)	30
Training	2001	23% (20)	62% (54)	11% (10)	3% (3)	6
	2000	24% (18)	62% (47)	13% (10)	1% (1)	15
	1999	16% (15)	60% (55)	15% (14)	9% (8)	13
	1998	14% (12)	63% (53)	17% (14)	6% (5)	14
	1997	11% (8)	59% (44)	17% (13)	13% (10)	23
Reference Handbook	2001	22% (19)	68% (60)	9% (8)	1% (1)	7
	2000	19% (13)	73% (51)	7% (5)	1% (1)	21
	1999	12% (11)	72% (66)	12% (11)	4% (4)	14
	1998	13% (10)	72% (56)	13% (10)	3% (2)	22
	1997	10% (6)	59% (37)	22% (14)	9% (6)	36
Professional Growth Opportunities/ Conferences	2001	17% (14)	57% (46)	21% (17)	5% (4)	10
	2000	15% (12)	66% (51)	14% (11)	5% (4)	15
	1999	6% (6)	70% (65)	15% (14)	9% (8)	15
	1998	9% (8)	61% (53)	23% (20)	7% (6)	13
	1997	7% (5)	49% (34)	27% (19)	17% (12)	26

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ADVISING	Year	MEETS NEEDS How well do these strategies meet your needs? Exceeds	Meets	Nearly Meets	Does Not Meet	Do Not Know
Steering Committee	2001	15% (9)	73% (45)	11% (7)	2% (1)	24
	2000	16% (9)	75% (43)	7% (4)	2% (1)	32
	1999	4% (3)	76% (54)	14% (10)	6% (4)	21
	1998	7% (5)	72% (49)	15% (10)	6% (4)	22
	1997	2% (1)	76% (41)	17% (9)	5% (3)	31
Administrative Support	2001	14% (12)	62% (52)	11% (9)	13% (11)	11
	2000	10% (8)	62% (49)	19% (15)	9% (7)	13
	1999	7% (7)	58% (57)	20% (20)	14% (14)	12
	1998	6% (5)	64% (54)	17% (14)	13% (11)	16
	1997	8% (6)	45% (36)	25% (20)	23% (18)	20
Counselor/Advisor Roles	2001	13% (11)	60% (50)	23% (19)	5% (4)	12
	2000	12% (9)	71% (51)	10% (7)	7% (5)	19
	1999	8% (7)	57% (51)	26% (23)	9% (8)	16
	1998	10% (8)	56% (45)	24% (19)	10% (8)	21
	1997	11% (7)	46% (31)	19% (13)	24% (16)	28
Coordinator roles	2001	12% (8)	67% (44)	15% (10)	6% (4)	29
	2000	14% (9)	70% (44)	11% (7)	5% (3)	26
	1999	13% (10)	46% (36)	24% (19)	17% (13)	27
	1998	6% (4)	68% (46)	18% (12)	9% (6)	31
	1997	11% (7)	48% (30)	16% (10)	24% (15)	33
Full Implementation Advising in All Programs*	2001	12% (7)	49% (28)	30% (17)	9% (5)	32
	2000	4% (2)	52% (28)	26% (14)	18% (10)	31
	1999	3% (2)	36% (21)	42% (25)	19% (11)	40
Guidelines	2001	11% (9)	68% (54)	15% (12)	5% (4)	13
	2000	14% (9)	67% (45)	13% (9)	6% (4)	22
	1999	8% (7)	60% (52)	20% (17)	12% (10)	18
	1998	4% (3)	75% (53)	13% (9)	8% (6)	29
	1997	5% (3)	44% (28)	28% (18)	23% (15)	33
Advisor Load (ratio/hrs.)	2001	2% (2)	47% (41)	32% (28)	18% (16)	9
	2000	5% (4)	52% (39)	26% (19)	17% (13)	18
	1999	3% (3)	56% (53)	20% (19)	21% (20)	15
	1998	3% (2)	41% (30)	35% (26)	22% (16)	25
	1997	3% (2)	35% (24)	21% (14)	41% (28)	30

*This question was changed from the previous years

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9. If you circled any "*Does not meet needs*" in the above, please indicate how we can meet your needs in that area?

BUSINESS AND MARKETING

- More help in advising--heavy advising load.
- Provide hours in schedule and materials.
- More involvement. CIS students ask other departments for scheduling assistance which increases their workload --- is not fair.
- The number of students I have to advise was too high for being a part-time instructor (20 students).
- We have no administrative support in Oshkosh—only support is in main office.

GENERAL STUDIES/GOAL

- No time on schedule.
- No place to speak with students.
- No option is ever provided for advisors who teach during the luncheon time—can't get a sub, especially since all other team members are also advisors. Since no alternative is offered, those of us who cannot attend do not feel appreciated. I have advised three years and have not been able to attend any of the luncheons.
- We need more advising hours. It's difficult to teach and advise with so many students.
- I wish I had more time to advise but I do the best I can.
- Some of us can never attend an appreciation luncheon. If it were on Fridays, we would be able to come.
- Outreach instructors are forgotten!
- The Advising coordinator needs more clerical support. Each program is different—one model does not fit all. We may need to adjust our model to better meet the needs of some of our programs.
- Lower ratio! I have 45 advisees not including those who have remained in GOAL.
- Provide professional growth opportunities during more hours --- provide subs.
- I am not a counselor—nor do I want to be. I am not comfortable in the advising role. Get more counselors on staff.
- Most of the guidelines that do exist are not followed, i.e. pre-requisites.
- ADVISORS should be only in the program area. How can Gen Ed advise students if they know nothing about the program curriculum?

SERVICE OCCUPATIONS

- Do not have administrative support -- only member of the program faculty doing advising with active students.
- I have too many advisees.
- Actual time allocated.
- More training.
- Ratio way too high --- student's ratios not really valued when scheduled.
- Need to find a way to balance instruction and coordinate responsibilities with training offerings --- good offerings but bad schedule.
- I need to have a list to know what classes are accepted and what needs to be reported. Practical Nurses start in summer but no advisors assigned.

MANUFACTURING TECHNOLOGIES

- Counselors spend more time meeting with each other than with students. More time is spent avoiding responsibility than working with students.
- 25 plus students to advise, not time on schedule to meet or advise.
- Currently our advising program does very little. The instructor who was advising does not meet with every student.

- Teachers should teach and counselors should counsel! Counselors should be in their respective division not in a central location.
- Need a definitive role for counselors vs advisors.
- Convince my dean to provide advising hours.

TRANSPORTATION AND AG TECHNOLOGIES

- 25 plus students to advise, not time on schedule to meet or advise.
- Counselors need to cooperate with program student policies and guidelines and not instruct them.
- Eliminate the lunch/rewards appreciation and use the money in other areas where the college needs to spend dollars.
- All programs involved?

8. **(continued) Below is a list of advising efforts initiated this year. Please identify the level of importance for each item.** (This question was not asked in 1996)

ADVISING	Year	**IMPORTANCE** How important is each strategy to you as a faculty member? Very Important			Not Important
Advisor Load (ratio/hrs.)	2001	66% (55)	30% (25)	4% (3)	--
	2000	73% (51)	27% (19)	--	--
	1999	59% (51)	33% (29)	8% (7)	--
	1998	66% (50)	33% (25)	1% (1)	--
	1997	64% (49)	32% (25)	4% (3)	--
Counselor/Advisor Roles	2001	58% (46)	38% (30)	4% (3)	1% (1)
	2000	62% (43)	38% (26)	--	--
	1999	45% (37)	47% (39)	8% (7)	--
	1998	53% (42)	44% (35)	4% (3)	--
	1997	57% (44)	42% (32)	1% (1)	--
Administrative Support	2001	55% (44)	38% (30)	5% (4)	3% (2)
	2000	69% (51)	28% (21)	3% (2)	--
	1999	48% (44)	42% (39)	8% (7)	2% (2)
	1998	71% (59)	25% (21)	4% (3)	--
	1997	73% (63)	19% (16)	8% (7)	--
Full Implementation Advising In All Programs*	2001	52% (30)	41% (24)	7% (4)	--
	2000	57% (33)	40% (23)	2% (1)	1% (1)
	1999	47% (29)	39% (24)	15% (9)	--
Training	2001	52% (45)	36% (31)	6% (5)	6% (5)
	2000	53% (39)	41% (30)	5% (4)	1% (1)
	1999	56% (50)	39% (35)	6% (5)	--
	1998	67% (57)	26% (22)	6% (5)	1% (1)
	1997	68% (55)	24% (20)	7% (6)	1% (1)

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ADVISING	Year	IMPORTANCE How important is each strategy to you as a faculty member? Very Important			Not Important
Guidelines	2001	50% (39)	46% (36)	4% (3)	--
	2000	53% (34)	44% (28)	3% (2)	--
	1999	43% (35)	53% (43)	4% (3)	--
	1998	46% (33)	49% (35)	3% (2)	1% (1)
	1997	58% (42)	36% (26)	5% (3)	1% (1)
Training Manual	2001	42% (34)	46% (37)	9% (7)	4% (3)
	2000	41% (28)	50% (34)	7% (5)	2% (1)
	1999	49% (41)	40% (33)	8% (7)	2% (2)
	1998	54% (43)	39% (31)	4% (3)	3% (2)
	1997	58% (43)	34% (25)	5% (4)	3% (2)
Coordinator roles	2001	40% (25)	46% (29)	13% (8)	2% (1)
	2000	46% (26)	51% (29)	3% (2)	--
	1999	35% (26)	50% (37)	11% (8)	4% (3)
	1998	38% (26)	46% (32)	14% (10)	1% (1)
	1997	40% (30)	47% (35)	10% (8)	3% (2)
Professional Growth Opportunities/Conf	2001	33% (27)	50% (41)	13% (11)	4% (3)
	2000	34% (25)	54% (39)	11% (8)	1% (1)
	1999	30% (26)	53% (47)	11% (10)	6% (5)
	1998	40% (35)	38% (33)	16% (14)	6% (5)
	1997	42% (33)	43% (34)	12% (10)	3% (2)
Reference Handbook	2001	27% (17)	53% (33)	16% (10)	3% (2)
	2000	46% (30)	45% (30)	9% (6)	--
	1999	44% (38)	41% (35)	10% (9)	5% (4)
	1998	51% (40)	44% (34)	4% (3)	1% (1)
	1997	46% (33)	44% (32)	10% (7)	--
Steering Committee	2001	27% (17)	53% (33)	16% (10)	3% (2)
	2000	26% (14)	55% (30)	18% (10)	1% (1)
	1999	19% (14)	57% (41)	15% (11)	8% (6)
	1998	25% (18)	49% (35)	19% (14)	7% (5)
	1997	32% (20)	43% (27)	24% (15)	1% (1)
Appreciation Lunch/Rewards	2001	21% (18)	30% (26)	27% (23)	22% (19)
	2000	20% (15)	41% (30)	19% (14)	20% (15)
	1999	7% (6)	33% (29)	22% (19)	39% (34)
	1998	12% (9)	37% (28)	32% (24)	19% (14)
	1997	9% (7)	28% (22)	21% (17)	42% (34)

*This question was changed from the previous years

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10. What other areas need to be addressed to make advising more successful at FVTC?

BUSINESS AND MARKETING

- Just keep strengthening what we have!
- Problem: Students enroll during summer and in some cases there is no contact with the student until they register for classes. If they are having difficulties adjusting to FVTC, it might be or is too late to help them.
- What are the counselors suppose to do.
- Getting to know our counselors is very important. Marty was excellent; sorry to see him move on. We have not met our new one. Marty was very involved and on top of things.

GENERAL STUDIES/GOAL

- The advisor load is too heavy. I have office hours to work with my advisees after other responsibilities are taken care of. We are spread too thin.
- I think in the outreach areas we need a counselor to come in periodically and talk about how to apply for school etc.
- How can we correct the problem of students being allowed to register and/or arrive in our classes when they have not met the pre-requisites? The first week of class is so disrupted by our having to check, recheck, and then send them back to fulfill their pre-requisites.
- It's often very difficult to reach counselors. I am not sure how to improve the situation.
- I would like more definition on the role of GOAL advisors—especially in Outreach.
- Advising in GOAL is kind of whish-washy. I don't like that—I'd like to see it become a more important role!
- Sue May has articulated support for the advising initiative. Dr. Baldi was always supportive. Dr. Johnson has not been interested. It would help if our next president thought advising has a significant place at FVTC.
- This takes time, time and time.
- I know this is very petty, but many advisors can't make the luncheon/appreciation. Consider a "box lunch" or coupon to be issued in the cafeteria.

SERVICE OCCUPATIONS

- Students are at times apathetic about meeting with advisors, unless they need a slip signed to register for classes.
- Monthly SAPPS.
- Have a mentor for first time advisors.
- All full-time faculty should have to be an advisor. It should be in the job description. Then the advisee load is not so heavy for the rest of us.
- Time to do it correctly.
- I have been unable to get through the 100 Advising Series—would like to see these offered and I am unsure if the advising series will count towards Guidance & Counseling Certificate.
- Full implementation by all programs.
- Need to get students more responsible.
- Need to have all books, resources, close at hand or a small book to refer to so that we can take it with us to other sites.

MANUFACTURING TECHNOLOGIES

- Gaining the support of all faculty in the advising program of FVTC. I believe some programs are weak in supporting and advising the student.
- Just keep strengthening what we have!
- Offer more training times for all the advising series to that I can complete training.

- More after-graduation student employment information should be made readily available.
- Put counselors back in the school. Force counselors to learn about their programs.
- Classes that run with consistency MWF/TTH—very difficult to work with MWTH/WTHF/TWTH etc. Disrupts flow of class scheduling.
- Would be nice to have copies of student SAPP sheets before they come in for advising.

TRANSPORTATION AND AG TECHNOLOGIES

- Advisors tracking reports, progress, contact, etc…
- Way too many dollars spent in this area!
- Find a way to get all students to meet with advisor—not just course schedules.

11. What is the most helpful/beneficial part of the advising program for you and your students?

BUSINESS AND MARKETING

- For me it's seeing that they are enrolled in the right courses and not taking too many credits for their personal situation.
- The opportunity for one-on-one discussion about program goals and education goals
- I get to know the students better and what their needs are.
- Interaction; making certain students enroll in courses is an order which gives them the greatest benefit.
- Interaction.
- Counselor availability when needed.

GENERAL STUDIES/GOAL

- Helping "coach" guide a student through their goals is one of the most rewarding feelings to me. It's the biggest benefit of being an advisor.
- A better understanding of the requirements for program entry; improved communication between student and program counselor through the advisor.
- Working with them to finish school and prepare for their future.
- Immediate access to counselors.
- I feel I make a difference for them. I am a connection to the school that they might not get. I get to know my students better.
- Counselor's assistance and cooperation of program instructors.
- When the student has reached his/her goal and met success.
- Sitting down one-to-one with the PEP. I get to know the student better!
- The Advising 200 series has given me some good tips.
- Advising creates opportunities for students and instructors to interact. These interactions lead to conversations about classroom, career and personal issues. Instructors and students get to know and trust each other. Everyone benefits.
- Training.
- We avoid detours.
- Instructor gets to know students more in depth. Students feel they have support and someone they can turn to for advice.
- Students take responsibility for their actions. 2^{nd}, 3^{rd}, 4^{th}…10^{th} chances are ridiculous and a waste of the taxpayer's money!

SERVICE OCCUPATIONS

- Discussing their personal curriculum plan and determining interruptions to educational endeavors.
- Helps them to meet their graduation date goals.
- Training.

- Handbook—working with students.
- Time together.
- I like the contact and the friendship with the student. I think the student benefits from my familiarity with courses.
- Information is always available from the department counselor. She has helped me with all my questions.
- Training sessions are excellent!
- Good cooperation between faculty advising in the program and the guidance person and also special needs in specific situations.
- Registration.
- One-to-one contact—proactive approach—meet & discuss concerns.
- Support from other advisors, deans and school staff. Most people are being supportive because they know the benefits of advising to students and staff at FVTC.
- Allows for personal interaction.
- Beneficial to students increases communication throughout the school. A positive experience for advisors and advisees.

MANUFACTURING TECHNOLOGIES

- Getting to know the student. Once comfortable with the student you gain their trust. This relationship will ultimately allow the student to search the goals they have set for themselves.
- Where resources are available.
- Faculty always helped students. The one change is that counselors don't want to be counselors anymore.
- Getting to know students better.
- I can relate to them a little better in class if I can spend a little more one-on-one time with them.
- Counselor availability when needed.
- When students leave with questions answered.

TRANSPORTATION AND AG TECHNOLOGIES

- For the student, they have the knowledge that they can meet and discuss needs with their advisors.
- Retention.
- Getting advising time on instructor schedule, guideline and handbook.
- Get to know the students.

Please complete only if you are presently doing student advising.
(You checked "1" or "2" in #5 on the first page).

11.* Your time spent with student advising has affected your time spent in the following areas *(Circle only <u>one</u> in each row)

Reduced hours						
2001	2000	1999	1998	1997	1996	
38% (29)	31% (21)	31% (24)	40% (27)	48% (26)	50% (53)	Office time
35% (27)	32% (21)	37% (29)	44% (30)	47% (26)	56% (62)	Prep time
29% (22)	32% (21)	23% (17)	34% (23)	43% (23)	42% (45)	Curriculum work
19% (14)	23% (15)	24% (18)	40% (26)	21% (11)	23% (24)	Teaching
16% (12)	15% (9)	18% (13)	28% (18)	25% (12)	24% (24)	Lab/Shop set-up
5% (4)	11% (7)	8% (6)	14% (9)	23% (11)	12% (12)	Team leading

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Same hours						
2001	2000	1999	1998	1997	1996	
72% (53)	63% (40)	59% (44)	54% (35)	74% (39)	61% (62)	Teaching
56% (43)	55% (36)	51% (40)	47% (32)	47% (26)	34% (37)	Prep time
53% (40)	57% (38)	58% (45)	51% (35)	46% (25)	39% (41)	Office time
43% (32)	32% (20)	40% (29)	38% (24)	36% (17)	33% (33)	Team leading
40% (30)	35% (23)	41% (31)	37% (25)	37% (20)	29% (31)	Curriculum work
36% (27)	24% (15)	36% (27)	31% (20)	40% (19)	35% (35)	Lab/Shop set-up

Not applicable						
2001	2000	1999	1998	1997	1996	
52% (39)	57% (35)	51% (37)	48% (31)	41% (19)	55% (54)	Team leading
49% (37)	61% (38)	46% (34)	42% (27)	35% (17)	41% (42)	Lab/Shop set-up
31% (23)	33% (22)	36% (27)	28% (19)	20% (11)	29% (31)	Curriculum work

12. What are the average number of advisees you work with each semester?

2001	2000	1999	1998	1997	1996	# of Advisees
14% (12)	8% (6)	13% (12)	14% (10)	5% (3)	14% (15)	1-9
25% (21)	42% (31)	40% (36)	44% (31)	47% (28)	37% (38)	10-19
29% (25)	20% (15)	25% (22)	21% (15)	22% (13)	24% (25)	20-29
12% (10)	9% (7)	9% (8)	7% (5)	3% (2)	9% (9)	30-39
20% (17)	21% (16)	12% (11)	14% (10)	23% (13)	16% (17)	40 or more

13. What is the average number of times you meet with each advisee each semester?

2001	2000	1999	1998	1997	1996	Times Met
35% (29)	25% (18)	24% (21)	32% (21)	28% (15)	31% (31)	One
43% (36)	44% (32)	43% (37)	38% (25)	42% (22)	36% (36)	Two
13% (11)	19% (14)	24% (21)	17% (11)	17% (9)	22% (22)	Three
5% (4)	6% (4)	5% (4)	9% (6)	4% (2)	5% (5)	Four
5% (4)	6% (4)	5% (4)	5% (3)	9% (5)	6% (6)	Five or more

14. What is the average amount of time you spend with each advisee each semester?

2001	2000	1999	1998	1997	1996	Time
41% (34)	35% (25)	37% (32)	33% (23)	38% (22)	10% (10)	< 30 minutes
26% (21)	26% (19)	28% (24)	30% (21)	22% (13)	25% (24)	30 minutes
9% (7)	10% (7)	17% (15)	16% (11)	16% (9)	3% (3)	45 minutes
15% (12)	15% (11)	10% (9)	11% (8)	7% (4)	23% (22)	One hour
4% (3)	8% (6)	5% (4)	1% (1)	5% (3)	11% (10)	1 ½ hours
2% (2)	3% (2)	2% (2)	4% (3)	5% (3)	16% (15)	Two hours
4% (3)	3% (2)	1% (1)	4% (3)	7% (4)	12% (11)	> Two hours

15. When do you typically meet with your advisees? (check all that apply)

2001 #	2000 #	1999 #	1998 #	1997 #	1996 #	Meeting time
58	63	62	41	33	67	First few weeks
49	48	56	39	33	72	Middle of the semester
61	54	67	48	51	96	Last few weeks (for next semester registration)

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16. Indicate the THREE most typical reasons for meeting with your advisees:

2001 #	2000 #	1999 #	1998 #	1997 #	1996 #	Reasons for meeting
62	60	66	56	45	78	Course scheduling/next semester registration
48	29	18	24	19	45	Career guidance
41	49	52	45	39	--	Provide general advice
31	31	32	37	30	72	Personal problems
30	16	17	19	14	38	Job application/selection
14	21	28	13	16	--	Problems with other classes
12	9	10	3	2	20	Other, please indicate:
10	11	15	6	11	48	Course/program withdrawal
5	8	14	10	7	39	Course conflicts

BUSINESS AND MARKETING –
- Tech questions/info.

GENERAL STUDIES/GOAL
- To check in.
- Initial orientation/pretesting.
- Tour campus, meet with their high school counselors.
- GED/HSED questions.
- Not attending.

SERVICE OCCUPATIONS
- Get to know the session.
- Discuss grades with a course/plan to be successful in a particular course.

MANUFACTURING TECHNOLOGIES – (no comments)

TRANSPORTATION AND AG TECHNOLOGIES
- I do advising on my own time.
- Would like time on schedule!

17. How do you feel about the amount of time you have been assigned to do advising compared to the number of advisees? (Check only one)

2001	2000	1999	1998	1997	1996	Amount of time
3% (2)	3% (2)	0	0	0	0	Need less time
50% (38)	60% (43)	64% (54)	62% (41)	38% (20)	43% (47)	Present time is adequate
47% (36)	37% (27)	36% (31)	38% (25)	62% (33)	57% (62)	Need more time

Additional Comments:

BUSINESS AND MARKETING
- I use office and prep time for advising.
- I don't have any time assigned.
- For the few weeks of registration there is not time for anything else.

GENERAL STUDIES/GOAL
- I don't have any time assigned.

SERVICE OCCUPATIONS – *(no comments)*

MANUFACTURING TECHNOLOGIES - *(no comments)*

TRANSPORTATION AND AG TECHNOLOGIES - *(no comments)*

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FVTC Faculty Advising Survey Instrument

1. Indicate the primary campus you work at:
   ___ 1. Appleton ___ 2. Oshkosh ___ 3. Regional Center/Others

2. Check the Division that you work in:
   ___ 1. Business and Marketing ___ 2. General Studies/GOAL
   ___ 3. Service Occupations ___ 4. Manufacturing Technologies
   ___ 5. Transportation and Ag Technologies

3. Indicate your one/main area of work:
   ___ 1. Apprenticeship, Certificate training
   ___ 2. Associate degree
   ___ 3. General Studies/GOAL
   ___ 4. Technical diploma

4. Indicate your faculty contract status:
   ___ 1. Full-time ___ 2. Part-time

DEFINITION of *FACULTY ADVISING*: "Faculty Advising" is the assistance provided to students by teaching faculty relative to program entry, course selection, retention issues and individual student concerns.

5. Please check only one:
   ____ 1. I have been given assigned advising hours on my schedule.
   ____ 2. I advise students without assigned hours on my schedule.
   ____ 3. I currently have no involvement with student advising but would like to.
   ____ 4. I currently have no involvement with student advising and do not want to.

*** If you checked "1" or "2" above, please complete the entire survey. If you checked "3" or "4" above, please complete #6 through #10.**

6. Traditionally, FVTC did not have a formal advising program, now it is both necessary and beneficial for teaching faculty to work with counselors in providing more student advising. (Check only one).
   ___ 1. Strongly agree
   ___ 2. Agree
   ___ 3. Undecided
   ___ 4. Disagree
   ___ 5. Strongly disagree

7. Check the **THREE** most important things you feel are needed to do student advising:
   ___ a. More training for advisors
   ___ b. More time to meet with advisees (not including classroom, office, and prep time)
   ___ c. Clearer definition of your role as an advisor
   ___ d. Clearer definition of the counselor role
   ___ e. More equity in workloads as it relates to advising
   ___ f. Lower advisor/advisee ratios
   ___ g. Students taking on more of the responsibilities of their course scheduling
   ___ h. Less course sections offered
   ___ i. Greater emphasis put on advising compared to other faculty activities
   ___ j. More access to technology (a PC or better access to one) to aid in advising
   ___ k. A computerized student tracking system/computerized academic alert system
   ___ l. More private office space to do advising
   ___ m. Additional support staff assistance
   ___ n. Other, please specify: _____

8. Below is a list of advising efforts initiated this year. For each attribute, rate as follows:
   a) For the first column, MEETS NEEDS: How well do these strategies meet your needs? Circle **one** number.
   b) For the second column, IMPORTANCE: How important is each strategy to you as a faculty member? Circle **one** number.
   c) The last column is for each of the items you are unfamiliar with. Circle the number '0' if you do not fill in the first two columns in the row.

ADVISING	MEETS NEEDS				IMPORTANCE				Don't Know
	Exceeds	Meets	Nearly Meets	Does Not Meet	Very Important			Not Important	
a) Administrative Support	4	3	2	1	4	3	2	1	0
b) Advisor Load (ratio/hrs.)	4	3	2	1	4	3	2	1	0
c) Appreciation Lunch/Rewards	4	3	2	1	4	3	2	1	0
d) Coordinator roles	4	3	2	1	4	3	2	1	0
e) Counselor/ Advisor Roles	4	3	2	1	4	3	2	1	0
f) Guidelines	4	3	2	1	4	3	2	1	0
g) Full Implementation of Advising in All Programs	4	3	2	1	4	3	2	1	0
h) Professional Growth Opportunities/ Conf.	4	3	2	1	4	3	2	1	0
i) Reference Handbook	4	3	2	1	4	3	2	1	0
j) Steering Committee	4	3	2	1	4	3	2	1	
k) Training	4	3	2	1	4	3	2	1	0
l) Training Manual	4	3	2	1	4	3	2	1	0

9. If you circled any "*Does not meet needs*" in the above, please indicate how we can meet your needs in that area?

_____

_____

_____

10. What other areas which need to be addressed to make advising more successful at FVTC?

_____

_____

_____

Continued on the next page

Please complete only if you are presently doing student advising.
(You checked "1" or "2" in #5 on the first page).

11. Your time spent with student advising has affected your time spent in the following areas
(Circle only one - in each row)

Reduced hours	Same hours	Not applicable	
1	2	3	a) Teaching
1	2	3	b) Office time
1	2	3	c) Prep time
1	2	3	d) Team leading
1	2	3	e) Curriculum work
1	2	3	f) Lab/Shop set-up

12. What are the average number of advisees you work with each semester?
__ 1. 1-9
__ 2. 10-19
__ 3. 20-29
__ 4. 30-39
__ 5. 40 or more

13. What is the average number of times you meet with each advisee each semester?
__ 1. One
__ 2. Two
__ 3. Three
__ 4. Four
__ 5. Five or more

14. What is the average amount of time you spend with each advisee each semester?
__ 1. Less than 30 minutes
__ 2. 30 minutes
__ 3. 45 minutes
__ 4. One hour
__ 5. One and 1/2 hours
__ 6. Two hours
__ 7. More than two hours

15. When do you typically meet with your advisees? (check all that apply)
__ a. First few weeks
__ b. Middle of the semester
__ c. Last few weeks (for next semester registration)

16. Indicate the **THREE** most typical reasons for meeting with your advisees:
___ a. Course scheduling/next semester registration
___ b. Personal problems
___ c. Problems with other classes
___ d. Provide general advice
___ e. Course/program withdrawal
___ f. Career guidance
___ g. Course conflicts
___ h. Job application/selection
___ i. Other, please indicate: _____

17. How do you feel about the amount of time you have been assigned to do advising compared to the number of advisees? (Check only one)
___ 1. Need less time ___ 2. Present time is adequate ___ 3. Need more time